DOCUMENT RESUME

ED 187 255 HE 012 729

AUTHOR Creange, Renee
TITLE Campus Child Care: A Challenge for the 80's. Field Evaluation Draft.
INSTITUTION Association of American Colleges, Washington, D.C. Project on the Status and Education of Women.
SPONS AGENCY Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.
PUB DATE May 80
GRANT G007901070
NOTE 15p.
AVAILABLE FROM Project on the Status and Education of Women, Association of American Colleges, 1818 R Street, N.W., Washington, DC 20009

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Ancillary School Services; *College Students; *Day Care; Day Care Centers; Educational Opportunities; Females; Field Tests; Higher Education; Males; Nontraditional Students; *Parents; Questionnaires; *Reentry Students; *Student Needs

ABSTRACT

The issue of the increased demand for child care on campus is considered, and possible institutional solutions are recommended. Since parents needing child care appear to be male students as well as re-entry women, the suggestions may be helpful in increasing educational opportunities and participation of both sexes. Topics include: advantages of providing campus child care; child care and course load; child care and equal opportunity for re-entry women and for minority women; child care and financial aid; Title IX and other federal laws; state laws that hinder students needing child care; paying for child care on campus; federal and state resources; and kinds of formal and informal arrangements that have been used for child care. Those who need campus child care include male and female undergraduates; graduate, minority, and re-entry students; single parents; faculty members; and campus employees. It is suggested that it is usually the woman student who most needs child care services on campus. A selected list of resources and organizations is included, as is a field test questionnaire evaluating this report. (SW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED187255

DUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

HE 012129

FIELD EVALUATION DRAFT

STAFF

Director	Bernice Resnick Sandler	*Staff Assistant*	Julie Kuhn
Associate Director	Grace L. Mastalli	*Staff Assistant*	Joann Detwyler
Research Assistant	Ursula Barrett Paquette	*Staff Assistant*	Suzanne Jones
Administrative Associate	Mary De Mouy	*Student Intern*	Kimberly Hueter
Staff Assistant	Carolyn Fontaine		

project on the status and education of **women**

WOMEN'S RE-ENTRY PROJECT

Staff Associate	Reneé Creange	*Project Associate*	Loribeth Weinstein
Project Associate	Jeanne Fisher-Thompson	*Administrative Associate*	Jean O'Gorman

Campus Child Care: A Challenge for the 80's*

TABLE OF CONTENTS

Introduction 1
The Need for Child Care 2
Advantages of Providing Campus Child Care 3
Who's Minding the Children When Their Parents Are In School? 3
The Extent of Child Care on Campus 5
Who Uses Campus Child Care: Mothers or Fathers?
Child Care and Equal Opportunity 6
Child Care and Course Load
Child Care and Equal Opportunity for Re-entry Women
Child Care and Equal Opportunity for Minority Women
Child Care and Financial Aid
Child Care and the Law 7
Title IX and Other Federal Laws
State Laws Which Hinder Students Needing Child Care
Paying for Child Care on Campus
Federal Resources
State Resources
Meeting the Need: What Institutions Can Do To Provide Child Care 9
Conclusion 11
Selected List of Resources and Organizations 13

INTRODUCTION

The growing number of women enrolled in colleges and universities in recent years has brought an increased demand for child care on campus. Women who had previously interrupted their postsecondary education and have since returned to school to start or finish a degree are largely responsible for the fact that more women are students today than ever before. These "re-entry women" are more likely to have children than the student between the ages of 18-22. Thus they are more apt to need child care on campus, first in order to return to school and secondly, to remain in school.

Providing campus child care has become an issue of heightened relevance to both those postsecondary institutions faced with declining enrollments of the traditional student age population and those presently serving a large number of re-entry women students. Already, some colleges and universities have initiated programs to meet child care needs. Child care services often differ from one campus to the next because of differences in resources and in the extent of the need for care. However, as the student population continues to change, more and more institutions will need to address child care concerns of both prospective and current students. This paper attempts to identify the issue of child care as one which increasingly affects colleges and universities, and to recommend possible institutional solutions. Although the paper also deals with the need for institutions to provide care for school age children, it focuses primarily upon the need for preschool care.

Whether or not a particular suggestion is appropriate will depend on the characteristics of the institution and those of its re-entry students. A wide range of possible actions are included so that institutions can pursue those most appropriate to their individual circumstances.

Because an increasing number of male students may also be parents and need help in providing care, institutions are likely to find many of the issues and recommendations in this paper helpful in increasing educational opportunities and participation for students other than re-entry women.

WANTED: Your Opinion

As part of its WEEA project on the educational needs of re-entry women and other nontraditional postsecondary students, the Project on the Status and Education of Women seeks your reactions and comments on each one of the papers developed. Please help us by filling out the brief questionnaire at the back of this paper and return it by June 15, 1980 in the pre-paid envelope we have provided. We look forward to receiving your suggestions.

* This paper was written by Reneé Creange. Staff from the Women's Re-entry Project, and the Project on the Status and Education of Women also contributed to the research and development of this paper. Kristi Vaiden did some of the initial research.

FIELD TEST DRAFT: This paper was developed under Grant #G0079-01070 from the Women's Educational Equity Act Program of the Office of Education, Department of Health, Education and Welfare. Opinions expressed here do not necessarily reflect the position or policy of the Office of Education or the Department, or the Association of American Colleges, and no official endorsement should be inferred. This paper should not be excerpted or otherwise published. For further information, contact the Women's Re-entry Project, Project on the Status and Education of Women, Association of American Colleges, 1818 R Street, NW, Washington, DC 20009 (202) 387-1300.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY AAC TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

THE NEED FOR CHILD CARE

A study conducted by the Office for Student Services at the University of Michigan found that one-fifth to one-fourth of the students surveyed would positively seek more employment or education if child care services were available. [1]

Among women, obtaining quality care for children has become one of the major concerns, but especially of those who attend school, work outside the home, or desire to do either. Additionally, parents frequently consider child care as a means to improve the educational and developmental quality of their children's daily schedule. Thus, the decision to seek care may be motivated by a mixture of economic and educational factors, such as the needs of one or both parents as well as concern for the child.

However, women have traditionally borne more of the child rearing responsibilities. Women usually arrange for care and transport their child to and from child care providers, whether it be a neighbor's home or a day care center. Thus, although child care is an issue which both parents should address and share equally, the reality is that women, having been socialized as primary child rearer, usually assume full responsibility. In the abstract, child care is not a women's issue, but in reality, it has become one.

On college and university campuses, child care concerns are more likely to plague women students with children than male student parents. This paper focuses upon the child care needs of women students, particularly re-entry women students who are the most likely of all postsecondary students to have preschool-aged children.

Institutions are increasingly addressing the child care issue particularly since women, long a minority in higher education, have dominated enrollment increases throughout the last decade. Women who are older than the traditional 18-22 year-old student are largely responsible for this overall influx of women in colleges and universities. In the past five years alone, the number of women students over 25 years of age has more than doubled,[2] accounting for at least two-thirds of all college students over 25. By 1978, 65 percent of students over 35 were also women. Moreover, the number of women students over 25 is expected to reach 11 million by 1980.[3]

The appearance of older women on campus is not a temporary phenomenon. By the year 2000, colleges and universities will probably enroll more women than men and as many students over 22 as 22 and under. The increased participation by students 25 and older and by women is expected to offset a 23 percent decline in the traditional college-bound group of students in 1977.[4]

A large number of re-entry women have children. Nearly two-thirds of the returning women students who registered for classes at a large urban university in the fall of 1976 had children at home.[5] Thus, the question of whether colleges and universities should offer child care services has become more and more relevant to students on campus. Providing such a service on campus may in fact become an economic necessity for institutions faced with declining enrollments and who look toward re-entry women as "new" students. Not only would campus child care programs ease the burden of student parents who continually juggle dual and sometimes tripie roles (if they work as well) but such programs may also attract women with small children who could not otherwise return to school.

The need for group child care such as day care centers, preschools or nursery schools, and laboratory schools is also expected to increase substantially over the next decade, a fact which will also affect the specific demand for campus child care services by women students. This trend is evidenced by the following:

- Women in their late twenties and early thirties are beginning to have the children they delayed bearing at the outset of the decade.
- Because more and more women plan to work for most of their adult life, these women will often desire to return to school while their children are still young in order to prepare themselves for employment.
- The number of preschool-aged children is expected to increase by 36 percent from a low of 17.1 million in 1977 to a high of 23.3 million in 1990. Thus, there will be an increase in the number of women with preschool-aged children.
- The number of families headed by one parent has increased, in large measure due to the growing divorce rate. The number of children living in families headed by women has also grown. Without campus child care, women who are single parents may be unable to return to school for either full- or part-time study.
- Neighbors and others who have cared for young children in the past are themselves returning to the labor force and are thus unavailable to provide home care.
- Older relatives often live far away, or also work or attend school and are unable to help with child care.

- Women are more likely to have children who are closely spaced and fewer children as well, thereby decreasing the possibility of older siblings caring for younger children.
- More and more people must turn to group care for young children to solve child care problems.[6]

ADVANTAGES OF PROVIDING CHILD CARE

Two students from California decided to do their graduate work at American University in Washington, DC, mainly because child care services were available on campus.

Establishing a child care facility on campus benefits the college or university as well as the members of the academic community whose children it serves. The hidden advantages of campus child care occur in the following areas:

- **Recruitment.** Universities with declining enrollments could use child care to attract more students. Re-entry women in particular may be attracted to an institution with a child care center. Such institutions may also attract students from beyond their local areas as noted in the example given at the beginning of this section.
- **Retention.** Child care on campus could result in improved retention and course enrollment (lack of quality child care causes students to drop out).
- **Academic Programs.** A campus child care center that provides a laboratory setting for students interested in childhood education or child development may also upgrade an existing academic program or department. The presence of such a laboratory may create new curriculum offerings as well as attract prospective students.
- **Attendance.** Student lateness and absenteeism may decrease, while the academic productivity of individual student parents may increase due to a reduced child care burden.
- **Affirmative Action.** A child care program would demonstrate a commitment toward both women and minorities. One which addresses the bilingual, bicultural needs of minority children would be especially attractive to minority student parents. A child care program could also make it easier for both women and minority parents to participate in more educational, occupational, and extracurricular activities on campus.

Although this paper does not deal with child care for faculty and staff children, a campus child care center which serves these children as well as those of students may also benefit the institution in the following ways:

- Reduce difficulties in arranging faculty schedules by enabling faculty with small children to teach classes at a variety of times, including early morning, late afternoon, and evening.
- Attract and retain competent employees for secretarial, maintenance, food service, and administrative positions. A campus child care program could function as an employee benefit while reducing absenteeism and employee turnover.

Additionally, a college or university could improve its relationship with the community by offering child care services to members of the community who are not affiliated with the school. In fact, campus child care may enable some public colleges and universities to meet a community service requirement mandated by some states. Some campus child care may be comparatively less expensive than that available within the community because many institutions are exempt from state licensing and local zoning regulations, which often increase the cost of child care services without necessarily upgrading the quality.

WHO'S MINDING THE CHILDREN WHEN THEIR PARENTS ARE IN SCHOOL?

One re-entry woman student uses a kindergarten for two days, two different day care centers for one day each, and a relative for the remaining day to care for her young son while she attends school during the week.

Women students with children generally use child care during the school year not only so that they can attend class, but also for time to study, attend or participate in extracurricular events, and meet with professors and advisors. Some use child care only for a few hours a day or for a few days a week. Others, usually women who are single parents or part-time students who also work, use full-day care throughout the week. These women sometimes attend classes at night and need evening child care as well. Most women students rely upon one or a variety of formal and informal arrangements for child care, depending upon what types of child care are available and affordable within their community.

- **In-home care** is so frequently used that it is often not recognized as a type of child care. Since it is usually provided by a friend, relative—such as an older sibling or grandparent—or by a sitter or housekeeper, whose services can be paid or unpaid, the quality of care varies widely.
- **Family day care** is care provided within a home that has been licensed by the state. Several children receive care in a home other than their own on a regular basis and by a single caregiver. The quality of the care received by the children also varies widely. In some states, colleges and uni-

versities have contracted with family day care centers to provide space for a certain number of children of postsecondary students in exchange for institutional contributions to subsidize these centers.

- **Preschools or nursery schools** in the community and occasionally found on campuses, are more formal types of group care which contain educational components. Some preschools operate on a half-day schedule and thus, often do not meet the needs of parents who work, attend school full-time, or have schedules which do not mesh with that of the center.
- **Day Care Centers** may be run by public agencies, parent cooperatives, or for-profit or non-profit organizations. Often housed in elementary schools or churches, these centers usually provide full-day care which includes educational, nutritional, medical [8] and dental programs.
- **Before- and after-school day care centers** are frequently called "latch-key" programs because they provide care for school-age children whose parents either begin or end class or work during non-school hours. Although generally the hardest type of care to obtain, many public school districts have recently begun to offer before- and after-school care for children within the community. For example, the Birmingham, Alabama school district provides before- and after-school child care within each of its fifteen elementary schools for school-age children of working parents or parents who are attending school themselves.
- **Laboratory schools** exist at many colleges often as part of the institution's department of child development or childhood education. The age of enrollees varies and may range from preschool through high school. Primarily designed for teacher training purposes, laboratory schools incidently may also provide care for the children of student parents or faculty. Academic courses which enable undergraduate or graduate students to observe or participate in research related to child development are often given directly through the laboratory school. Thus, the development of the child receiving care is also a source of observation or study. Traditionally designed to enhance the learning experience of students, laboratory schools may not always meet the need for care on campus, since the number of spaces for children tends to be limited, and the hours for preschoolers limited. However, in some instances the laboratory school may be a good source of child care. Although parents pay to enroll their children in such schools, student parents sometimes receive a reduced rate, particularly if they are majoring in an area related to child development.
- **Infant care centers,** which specialize in care for infants and toddlers under the age of two, are the hardest types of care to find and perhaps the most needed. According to one federal study, infant enrollment in such centers rose 11 percent between 1977 and 1978 alone.[9] Because infants and toddlers require more adult attention and direct physical care than older preschool children, the cost is usually high. Although some families would prefer individual in-home care or family day care (which is usually cheaper) it is not often available and sometimes is of low quality.
- **Drop-in centers, babysitting services, or playrooms** exist in various places including some campuses and differ from regular child care programs by offering flexible short-term care on either a prescheduled or unscheduled basis. On campus, these services often enable women students to attend previously unscheduled classes, conferences, events, appointments and interviews, or to use library facilities. Some services, such as the drop-in center, may not require an advance reservation by the parent whose child needs short-term temporary care. Others, such as the playroom at Cedar Crest College (PA), require parents to call in advance to schedule the hours for which they need care. The cost of these services is usually calculated on an hourly basis. Some services can only watch children for a limited time.
- **Cooperative day care centers** have increased on campus as well as in many communities. At some colleges and universities, cooperatives are run by student parents who share responsibility for providing care for their children. Professional staff are usually hired by the cooperative whose members may assist in teaching, providing and maintaining equipment, etc. These centers may be located in convenient areas such as a family housing facility and generally operate with minimal funds. The quality of care depends in part upon the commitment of the cooperative's individual members.
- **Combination-type programs,** although unusual, are perhaps the most comprehensive form of existing child care services because they provide a wide range of services to meet varying needs of students. For example, De Anza College (CA) has a child development center that combines training programs for adults with a variety of programs for preschool children. The center operates four distinct programs: an enrichment class for two-year olds, a state-funded full-day preschool, a parent cooperative, and an early childhood development laboratory training school. The first three programs serve the children of parents while the last serves community children and also trains college students interested in careers in early childhood education.

Although not exhaustive, this list indicates the diverse nature of available forms of child care. Yet, despite such a wide variety of existing programs, at least two million children between ages seven and thirteen, and at least twenty thousand children under age six are without adult supervision for a large portion of the day. The high cost of available care is not the only reason for this. Almost half of the mothers of preschool children now work[10] and existing programs are frequently filled to capacity, with long waiting lists. Thus, the number of child care openings falls far short of that required for parents with children in need of care.

THE EXTENT OF CHILD CARE ON CAMPUS

Although relatively little attention has focused on campus child care, the subject is not without a history. During the 1960s and 1970s, some colleges and universities were confronted with the claim that lack of child care facilities impeded the full participation of women in academe. As early as 1970, some institutions had issued reports about the overall status of women on campus which included recommendations for campus child care services as a step toward insuring women's equal educational opportunity.[11] A few institutions even became involved in assisting the creation of centers on or near their campuses.[12]

The Women's Bureau of the Department of Labor responded to this development of child care centers by conducting a survey of preschool programs at institutions of higher education in the United States.[13] The 1971 survey found that:

- one of every four campuses among the 1,100 4-year institutions surveyed had some kind of preschool program;
- approximately 425 preschool programs existed on American campuses. About 90 were designated as day care centers, 135 as nursery school programs, 75 as laboratory school programs, and 125 as combination types;
- roughly 17,000 children attended some kind of preschool program on campus;
- about 32 percent of the programs charged fees. Those that did, charged an average of $7.55 weekly per child; and
- the vast majority of campus programs (3 out of 4) depended on non-university funds for the bulk of their operating expenses.

The survey's most startling finding was that campus child care was not new. *Forty-seven percent of the preschool programs on campuses in 1971 had existed for at least seven years.* Only 24 percent of the programs had been established within one year of the survey.

Initial pushes for the establishment of campus child care centers came from a variety of places. In some instances, faculty committees concerned with the status of women on campus brought the issue to administrators. In other instances, groups such as women students, faculty members and employees joined together to demonstrate the need for such a center on their particular campus. Occasionally, catalysts for the actual development of some centers came unexpectedly. For example, at Tufts University (MA) the second impetus for child care occurred in the spring of 1970. Because of a fire, a Somerville, Massachusetts Headstart group was forced to find a new site. A Tufts administrator chiefly concerned with preserving good community relations arranged for the group to move into a rarely used lounge in a men's dormitory on an emergency basis. The Headstart program flourished and demonstrated that child care on campus could operate without involving the university's Child Study Department. It also proved that the university could find space for day care.[14] Shortly thereafter, Tufts obtained funding for the center through a $10,000 grant from the New World Foundation based on a proposal submitted by Tufts for a relatively low cost center. The graduating class also contributed $5,000 to the center's funding. In addition to providing space, the university allocated $9,000 for renovation. Finally, a sliding scale tuition which averaged $17.50 per week per child aided the center's operating budget.[15]

Although still not a fast-moving trend, provisions for child care on campus have been increasing. For example, the number of institutions with campus child care in California increased from approximately 19 centers in 1971 to at least 100 by 1979. These centers are available for student parents who, based on their income, are eligible to receive such services. While all the centers have educational programs designed to serve developmental needs, some centers also function as sites for student teaching.

Although the number of child care facilities at both 2- and 4-year institutions has grown, it still remains low. For example, in 1977, the Center for Women's Opportunities at the American Association of Community and Junior Colleges surveyed 1,200 community colleges and technical institutions and found that only 132 had child care facilities on campus. The National Council on Campus Child Care has identified 750 child care programs at 4-year institutions, an increase of only 325 from the 425 programs identified through the 1971 Department of Labor survey mentioned earlier. Most of these programs are located in laboratory schools or teacher education and child development programs—all high cost programs because of their training components.[16]

Who Uses Campus Child Care Services: Mothers or Fathers?

Facts about who uses what types of programs suggest that, even if a campus has a child care center, the particular program may not be adequately meeting the needs of women students. The 1971 survey conducted by the Women's Bureau of the Department of Labor indicated that child care programs related to research or training may not serve as many female students as male. Although the survey found—across all program types—no clearcut pattern of whether the program served the children of more student mothers or fathers, differences were found for specific types of child care programs. Seventy-eight percent of the student parents using day care programs were women, while nursery schools, laboratory schools and combination-type programs were used primarily by student fathers (56, 53, and 56 percent respectively). In other words, if a child in a day care program on campus had a parent who was a student, the student was more likely to be the mother. But the student parent of a child in a nursery school was more likely to be the father.

The survey also found that considerably higher percentages of women students with children in campus day care programs in 1971 were heads of households than women with children in nursery schools, laboratory schools, or combination-type programs. Especially when the cost of these latter forms of care is high, women students who are either single parents and/or whose family income is low have not been able to afford such existing services.

Other surveys, however, have demonstrated that women students more than men students request and use campus child care services. For example, surveys conducted by California's department of education indicated that approximately 90 percent of those postsecondary students with children enrolled in campus child care centers in California were women.

CHILD CARE AND EQUAL OPPORTUNITY [17]

The relationship between the need for campus child care among women students and equal educational opportunity has not been clearly recognized. Although the need for child care is great among many women with young children, women students may be even more affected by the lack of affordable and accessible child care than women who either work or teach on campus for the following reasons:

- their comparative inability to afford other forms of care such as in-home, family, or private day care within the community;
- the likelihood that they are attending universities outside the area in which their relatives reside, thereby hampering their ability to rely upon other family members to care for children during class and/or study time; and
- the probability that they lack sufficient means of transportation which would enable them to readily commute to and from a child care facility at some distance from their campus.

But just as child care is often a necessary adjunct to a woman's education, so too is education directly related to a woman's eventual employment. Usually, a woman's career options expand as her level of education increases. Thus, in order for a woman to have access to all levels of the work world, it is critical that lack of child care not be an obstacle to her education.

Child Care and Course Load

In the past, some women students have been forced to drop out or decrease their course loads substantially because of child care problems. For example, a survey [18] of women students at Portland State University (OR) found that one-third of the parents dissatisfied with their child care arrangements indicated that they would increase their course loads an average of 3.6 credits per term if child care problems were resolved. Another one-third indicated that they withdrew from school an average of 1.7 terms due to child care problems.

Child Care and Equal Opportunity for Re-entry Women

Lack of campus child care services can have a discriminatory impact upon potential students as well as those already matriculated. Again, the women who consider returning to school to complete a previously unfinished degree, to gain a higher degree, or to begin an undergraduate program for the first time, are especially vulnerable. Women with preschool children often cannot seriously entertain the idea of returning to a postsecondary institution unless they can make suitable arrangements for child care. And the ability to obtain and pay for such care may be limited further if the woman is also a single parent and/or with low income. For example, during 1978, nearly half of the re-entry women without baccalaureate degrees applying at Northwestern University (IL) stated that having young children had prevented them from returning to school earlier.[19]

Child Care and Equal Opportunities for Minority Women

Various federal and state organizations have recognized the negative effects that lack of child care has upon both the educational and occupational opportunities for women of all races and minority men. For example,

- The Department of Labor has encouraged, although not required, federal contractors to provide day care services as a means of improving employment prospects for minorities and women.[20]
- The California Postsecondary Education Commission stated in a progress report on affirmative action that lack of quality child development programs is a primary factor in the underrepresentation of minorities and women in higher education.[21]

Child care is, perhaps, most problematic for minority women who constitute a high percentage of both single parent families and families with incomes below the poverty level. Too frequently, the high cost—or lack—of child care bars these women from the postsecondary education or training that might enable them to become independent of public welfare. Of two hundred student families enrolled in the University of California at Berkeley in 1973, eighty percent reported that they would be forced to withdraw if campus centers were to close.[22] Also, 60 student families on welfare stated that they would not have been able to attend school if campus child care had not been available.

Child Care and Financial Aid [23]

One re-entry student mother at a large private university lived with her parents until her father became ill. Under the circumstances, she felt her child was a disturbance and a burden so she moved into her own apartment. The move necessitated placing her child in a day care center, the cost of which amounted to one-half of her financial aid award. Due to financial constraints, the woman withdrew from school and began to work full-time.[24]

Since financial aid has historically been tailored to meet the needs of the traditional group of college-bound students, child care has often been ignored in the determination of eligibility for financial aid. The Basic Educational Opportunity Grants Program (BEOG) which provides financial assistance to low-income students had formerly excluded child care as an allowable deduction in determining eligibility for aid. Such an exclusion has discouraged some women from applying and has eliminated others from obtaining these grants. Women with preschool age children who are independent students have also suffered disproportionately from similar limitations of this type of educational aid. For example, under the former BEOG eligibility guidelines, self-supporting students with children could not receive as much money as students receiving financial support from their parents.

The part-time woman student who must work to afford both child care and her own educational expenses is especially disadvantaged since most campus aid is unavailable to students attending school on a less than half-time basis. The vast majority of part-time students over 35 years of age who have returned to school in recent years are women. Since many women are postponing childbearing until they are in their late twenties or early thirties, many of these part-time women students may have one or two children of preschool age. Thus, the financial burdens of child care will probably fall more heavily upon women students than male students because more part-time students are female.

Graduate women may experience similar difficulties in financing child care as well as their education. Women have often received less financial aid for graduate work, fewer and lower-paying assistantships, and smaller grant awards than their male counterparts. While more likely to face child care expenses than graduate men, female graduate students are also likely to earn less money in part-time and summer jobs, and may be less likely to readily obtain loans.

CHILD CARE AND THE LAW

I am a single parent—obtaining child care before early morning classes and after late afternoon seminars is a problem that may be discriminatory.

Female Graduate Student

Recent federal legislation has helped increase equal opportunities for women in employment and education. But in many instances, an institution's policies and practices, or lack thereof, continue to prevent the full participation of women students and workers. The absence of child care is one such barrier. While not overtly discriminatory, since child care facilities serve both male and female parents, the lack of child care services clearly restricts the opportunities of more women than men.

Title IX and Other Federal Laws

Title IX of the Education Amendments of 1972 prohibits discrimination based on sex in all federally assisted education programs. It requires that all programs and services be available to members of both sexes in all institutions that receive federal monies. Therefore, child care cannot be provided for the children of women students only but must be available to the children of students of either sex. However, not providing any child care may also be unfair to women students even though no service would technically affect both sexes. The lack of child care for the children of students disproportionately affects women since they have traditionally assumed more of the child rearing responsibilities. Thus, without campus child care, many women are excluded from the benefits of higher education. Absence of child care may

also affect the number of women faculty, which in turn may mean that the institution's educational programs may be less responsive to the needs of women students.

It is unclear whether the lack of child care on campus directly violates Title IX. However, a federal court of appeals recently allowed women to sue a community college district because the district refused to provide child care facilities. Female students and applicants charged that the trustees of a two-year community college had obstructed several efforts made by the women to establish a child care center with outside funding and outside staff. The women alleged that the district not only refused to fund child care facilities but prohibited their development even if privately funded. The women also charged the district with refusing to apply for and accept federal funds for child care facilities.

The case involved women students and applicants of three community colleges in San Mateo County, California, who alleged that the lack of child care on campus was a direct result of several decisions made by the trustees over a period of years, and that the lack of child care diminished their opportunity for education. For example, lack of child care meant that one of the women could enroll only in classes to which she could bring her daughter, or which met when her mother-in-law was available to care for the child. Since her mother-in-law's job began at 10 A.M. the woman was only able to enroll in early morning classes. If campus child care had been available, she would have attended the college on a full-time basis. Since she has only been able to attend part-time, it will take her longer to graduate.

The Court of Appeals permitted the suit to be presented at the lower court on two grounds: (1) alleged violations of Title IX and (2) alleged violations of the Equal Protection Clause of the Fourteenth Amendment, because the community college district's policies and practices, which are unrelated to the district's goal of providing education, might constitute intentional discrimination based on sex. Although the case is still pending at this writing,[25] the higher court's decision allowing the women students to sue the district for sex discrimination by denying campus child care may mean that women on other campuses may bring similar suits.

Other issues under both Title IX and Title VII of the Civil Rights Act of 1964, which prohibits discrimination in employment[26] concern the impact of related policies such as pregnancy leave, health insurance coverage for children of students, and child care leave.[27] In the spirit of Title IX, Colgate University (NY) adopted an infant care leave policy allowing male or female faculty members to take up to 12 months unpaid leave immediately following the birth or adoption of an infant (in addition to pregnancy leave, for mothers).

State Laws Which Hinder Students Needing Child Care

Certain state laws may sometimes restrict students from using state-funded child care services. In New York, for example, subsidized day care services for children are allowable only as a part of the state's social services plan for low income parents who are either employed or participating in any approved program of vocational training. Training includes enrollment in a two-year undergraduate college program with a specific vocational objective. However, children of parents attending four-year colleges or universities are not eligible for these services. Similar regulations in other states as well as New York have been challenged in both federal and state courts.[28] However, even if these regulations are changed to provide care for children of low income students attending four-year institutions, graduate students who also meet state low income requirements would still be unable to obtain subsidized care.

Paying for Child Care on Campus: Federal Resources

Resources to support child care services on college and university campuses are available through a variety of federal programs. Although the government doesn't provide care, it pays, through legislation and programs within certain federal agencies, for care to be provided in all 50 states.

Federal assistance also consists of direct support to welfare or poverty-level families or indirect spending such as tax credit provisions for people with child care expenses.[29] Direct federal payments for child care services amounted to almost $2.5 billion in fiscal year 1977, serving about 7 million children. Although federal programs are geared largely toward licensed day care and preschool services for low income families, federal funds are also available to support research and evaluation of early childhood education programs; teaching grants and short-term training activities; health and nutrition services; and construction of child care facilities.

Federal legislation and programs[30] related to child care include:

- **Title XX of the Social Security Act of 1975** is a program administered by the Department of Health and Human Resources that provides state grants for the purpose of offering child care services for recipients of Aid to Families with Dependent Children and other income-eligible families. Preschools run by postsecondary institutions are eligible to receive Title XX funds for students with children enrolled by entering into a purchase of services contract with the state agency charged with distributing Title XX funds.

- **Head Start of the Equal Opportunity Act of 1964** is an early childhood development program designed to provide a full range of educational, nutritional, health, and social services for preschool children of low income families. Also administered by the Department of Health and Human Resources, Head Start attempts to help preschool children overcome educational disadvantages before entering kindergarten or first grade. Although Head Start was not designated to be a day care program, it sometimes operates on a full-scale basis, and thus serves certain child care needs.
- **Vocational Education Act of 1963,** administered by the Department of Education and amended by the Education Amendments of 1976, allocates funds to states. Each state then decides which institutions are eligible for funds to provide day care services for children of postsecondary, prevocational, and vocational students, particularly homemakers, single heads of households and divorced women with children.
- **Adult Education Act of 1966** as amended by the Education Amendments of 1978 allocates funds to state departments of education for support services which include child care. Four-year and two-year institutions with programs for adults who have not finished high school are eligible for these funds.
- **Comprehensive Employment and Training Act amendments of 1978** provide funds for services including child care which are needed to enable individuals to participate in employment and training. Among those eligible for child care services are displaced homemakers and single parents. Funds can also be used to provide training for child care work.
- **Child Care Food Program** administered by the Department of Agriculture subsidizes meals in nonprofit day care centers serving low income families.
- **Work Incentive Program** administered by the Department of Health and Human Resources and the Department of Labor gives states matching funds to reimburse low income families for work-related costs, including day care.

State Resources

State appropriations may also support child care services at postsecondary institutions. California's Campus Child Development Act [31] was enacted in 1971 to provide funding for child care centers serving student parents which are located on or near campus. The state of California has since enacted legislation which makes additional money available for the expansion and maintenance of child care services in the state's public and private colleges. Approximately $3.5 million is currently earmarked for campus child care programs.

The California legislature has also mandated public vocational colleges to provide special services to students and potential students to help them overcome social and economic barriers to education.[32] Most of the state's community colleges have followed this legislative directive by providing child care for their students.

MEETING THE NEED: WHAT INSTITUTIONS CAN DO TO PROVIDE CHILD CARE

"I pay a sitter $200 a month, but I really can't afford it. If the university could set up a baby-sitting service or a nursery school, that would help me. I'm not the only one here who has a problem with child care." [33] Re-entry Woman Student

Responses to the need for child care on campus have often taken very different forms. Some colleges and universities have established programs that provide care for the children of students, faculty, and employees while other institutions have designed services solely for student parents.

The responses differ because both the extent of the need for child care and the type of child care program desired frequently differ. And, while different groups share the common goal of establishing campus child care, their understanding of what constitutes quality care, and how to provide it, may also differ. Bringing child care to campus may ultimately require a reconciliation as well as an identification of the specific concerns of all those needing such services.

Colleges and universities who are planning child care services, as well as those with already existing services, may find it helpful to explore many of the following recommendations.[34]

- **Assess the need for child care:** Before designing any type of campus child care program, colleges and universities should initially conduct a survey of students and prospective students to determine both the degree of need and the most desirable form of service. In particular, prospective re-entry women students could be asked if they have children who will need care. Additional information that might be obtained through such a survey includes:
  - the number and age range of children who need care;
  - if student parents would use a university center rather than their present service if such a center was available; and

- the number of hours per day and days per week parents would use an on-campus center.[35]

Additionally, colleges and universities that have established campus child care should periodically assess existing services through similar surveys.

- **Develop and issue a policy statement regarding child care:** In the past, some universities have included references to the necessity of child care in policies of equal opportunity and affirmative action in education. One such policy from Stanford University (CA) states its commitment to child care in the following manner:

  "We believe that Stanford University can and should facilitate workable child care arrangements for faculty, staff and students. Efforts to enhance the usefulness of current local facilities and the development of additional arrangements are a factor in the full participation of junior faculty, graduate students and employees, especially those who are single parents and those with limited resources. Since women will tend to assume primary responsibility for child rearing workable child care arrangements also support the university's commitment to full participation of both men and women throughout the university. In addition, we believe the university can and should play a role in the continued exploration of issues and data related to child care."[36]

- **Provide, where possible, a variety of child care services on campus:** The type of service provided depends largely on the need and available resources. Colleges and universities should take into account the fact that women students may need child care on a part-day, full-day, and evening basis. A campus child care program should allow for flexible arrangements in regard to the hours student parents can bring their children for care. For example, in the spring of 1974, before the Title IX regulation was issued, Hofstra University (NY) established a free baby-sitting service for the children of part-time women students who attended up to six hours of classes per week. The project served 30 preschool children between the ages of 3 and 6. Although a service for students of one sex and not the other now violates Title IX, institutions could establish similar free services for all part-time students with children. One type of service, however, may not be enough. Federal City College (DC) developed a combination-type program in 1969. In addition to an early childhood learning center which cared for the children of students, faculty, and community residents, the college offered baby-sitting services for 3- to 6-year olds in the library's media center. Children enjoyed the college's audio-visual resources while parents studied.

- The *location* of a campus facility can bear heavily upon a child care center's success. A convenient on-campus location encourages maximum use of the center by various members of the academic community. One possible place for a center is in a family or married student housing facility, if such a facility already exists on campus. However, re-entry women students should have access to any campus child care program regardless of its location.

- *Funding* for campus child care may be acquired from both off-campus sources such as private foundations or corporations and campus-based sources such as campus research and development departments, alumni associations, continuing education departments, dean of student affairs offices, campus ministries, student governments, family or married student housing associations, re-entry student associations, and women's centers. A special child care tax upon all students may also help to raise necessary funding.

- **Develop a cooperative child care program with other universities in the area:** Colleges and universities within a specific vicinity may wish to coordinate their efforts to provide child care to students from their campuses in a mutually convenient location.

- **Contract for a campus child care center:** An institution which recognizes the importance of such a center but does not wish to establish one may help another organization do so by providing space on campus, utilities, food service, janitorial aid, and/or fire and liability insurance. The center would thus be sanctioned by the institution but would operate independently.

- **Establish policies and provisions for emergency child care:**

  - As more and more women with children appear on campus, the prospect that a student whose child is ill may be forced to miss classes or an exam increases, particularly if emergency care is not available. An administrator at Stanford University (CA) devised a particularly effective solution for this problem by arranging for a campus homemakers' service to offer emergency care to students who had sick children or became sick themselves.

  - Colleges and universities should also issue policy statements regarding student leaves of absence for bona fide emergencies concerning their children. Faculty need to be informed as to how those policies relate to makeup exams, delayed papers, and classroom absences. If, for example, the ability to

make up an examination is left solely to the discretion of the professor, a woman student may be penalized for her child rearing responsibilities.

- **Examine other policies or practices** such as a student's ability to bring a child to a class in cases of emergency. Although this will usually be left to the discretion of a professor, institutions may also wish to have a policy which allows a student to bring a child to class if the child does not distract other students, and the faculty member consents.
- **Provide child care services for students attending weekend colleges and special events such as conferences on campus.**
- **Post lists and publish a directory of child care available within the community:** Child care lists, similar to student housing lists, can provide those in need of child care with information about:
  - licensed in-home and family care;
  - near-by public and private nursery schools, preschools, and day care centers;
  - baby-sitters; and
  - people willing to provide emergency care.

  Students at the off-campus college of the State University of New York, Binghamton, published a short handbook in Spanish and in English about area child care. The bilingual publication contained a chart outlining services of local day care centers including two nursery schools on the SUNY Binghampton campus. Lists and publications such as this may also include a paragraph to help parents select appropriate forms of child care and to relieve the institution of responsibility for the quality of the care listed.
- **Publicize campus child care services:** In order to best inform potential and present students about existing services, institutional publications such as the undergraduate and graduate bulletins, student service handbooks, recruiting and admissions materials, and other catalogs should include a description of the services. Additional outreach through newspaper articles, bulletin boards, welcome wagons, social service agencies, and other community child care centers would also help to inform students and potential applicants with child care concerns.
- **Provide financial assistance for students with child care expenses:** Financial aid for students with child care expenses can be given in a variety of ways:
  - listing child care as an allowable student expense on financial aid forms;
  - providing special scholarships or grants to assist students with child care expenses. For example, prior to its closing, Kirkland College (NY) had offered the Mary McEwen Schimke Scholarship for the sole purpose of helping graduate students alleviate some of their household and child care responsibilities so that they could more effectively pursue academic work. Similarly, Radcliffe College's (MA) Grants for Graduate Women enable women enrolled in the professional schools to cover child care expenses. Thirty-six of the seventy-six recipients in the last two years received grants for day care expenses;
  - where possible, using federal funds, such as Title XX of the Social Security Act of 1964, to offer scholarships based on need for preschool children enrolled in campus child care.
- **Extend existing policies such as student health insurance to cover children of students on campus.**
- **Provide transportation to off-campus child care centers for the children of students lacking their own means of transportation.**
- **Approve of campus child care as a fund-raising goal, both on campus and in the community.**
- **Support local, state, and federal initiatives for legislation regarding child care.**

CONCLUSION

The list of those who need campus child care is often a lengthy one. It includes male and female undergraduates; graduate, minority, and re-entry students; single parents; faculty members and campus employees. First and foremost, it is usually the woman student who most needs child care services on campus. Historically, she has often had to pay an educational penalty for the lack of such services. By providing child care on campus, colleges and universities demonstrate a commitment to the equal educational opportunities of student mothers, as well as a comparable concern for all student parents and their children.

NOTES

[1] *Survey of Need: Child Care at the University of Michigan*, April, 1974.

[2] U.S. Census Bureau, 1977 statistics, appearing in the *Chronical of Higher Education*, April 10, 1978.

[3] Elinor Lenz and Marjorie Hansen Shaeviz, *So You Want To Go Back To School*, McGraw Hill Book Co., 1977, p. 3.

[4] Excerpted from *Three Thousand Futures: The Next 20 Years for Higher Education*, the Carnegie Council on Policy Studies in Higher Education, appearing in the *Chronicle of Higher Education*, January 28, 1980, p. 1, 11.

[5] Joan M. McCrea, "The Student Body: Women Returning to College," *Journal of the National Association of Women Deans, Administrators and Counselors*, Vol. 43, No. 1, Fall, 1979.

[6] Most of the information appears in "Day Care in the Next Decade: 1980-1990," by Sandra L. Hofferth, the Urban Institute, August, 1979.

[7] Although the terms "day care," "nursery schools" and "preschools" are sometimes used interchangeably, some differences typically exist between day care centers and nursery schools and preschools. Day care centers usually provide child care on a full-time basis while nursery schools and preschools may offer full-day care and/or half-day care. Day care centers are usually non-profit. Nursery schools and preschools may be either profit or non-profit. However, programs in day care as well as nursery schools and preschools are often similar since both include educational components.

[8] Medical provisions may include accident or liability insurance, the daily presence of a staff physician, nurse, or a person certified in first aid. Centers may also require physical examinations on a regular basis and health records for each child.

[9] "Job Trends Spur Need for Infant Day Care Centers," by Bill Richards, *The Washington Post*, December 31, 1979, p. 1-2.

[10] Almost all of these women work for economic reasons.

[11] See for example: "A Proposal Concerning Current Higher Education of Northwestern University," by Janet Abuloghed, mimeo, 1970; "Women in the University of Chicago," by Bernice Neugarten, Chicago, 1970; "Report of the Subcommittee on the Status of the Academic Women on the Berkeley Campus," by Elizabeth Colsen and Elizabeth Scott, 1970; and "Report of the Committee on the Status of Women in the Faculty of Arts and Sciences," by Caroline Bynum and Michael Walzer, Harvard University, May, 1971.

[12] See for example: "A Pilot Day Care Facility, A Proposal for Wellesley College," by Eleanor McLaughlin and "A Day Care Proposal for Harvard," Cambridge, 1970, by the New Opportunities for Women Committee.

[13] *Children on Campus, A Survey of Pre-Kindergarten Programs at Institutions of Higher Education in the United States*, Women's Bureau, Department of Labor, 1973.

[14] Antonia Chayes and Adele Simmons, "University Day Care," *Day Care, Who Cares?* Basic Books, New York, 1972.

[15] The center presently serves 55 children between the ages of 2 years, 9 months and 6 years. Due to inflation, the tuition has risen to $53 per week per child. However, scholarships based on financial need, including one specifically for a minority child, and federal financial assistance through Title XX of the Social Security Act for some low income families are also available.

[16] In addition, the number of spaces for children whose parents are not enrolled in the academic department affiliated with the center may also be limited.

[17] The U.S. Civil Rights Commission is presently preparing a report entitled, "Child Care and Women's Equal Opportunity," scheduled for publication this year.

[18] "Child Care: A Student Attitudes Survey; A Needs Assessment," by Marcy Box, Portland State University, 1978, p. 15-16.

[19] "A Survey of Older Women as Candidates for Re-entry at Northwestern," by Yvonne Johns, Program on Women, Northwestern University, October, 1979, p. 14. See also paper on financial aid for re-entry women, Project on the Status and Education of Women, Association of American Colleges, in press.

[20] See Department of Labor Affirmative Action Program Regulations, 41 CFR 60-2.24(n), implementing Executive Order 11246, which requires federal contractors to develop affirmative action plans.

[21] "Child Care on Two Year Campuses," Carol Eliason, Center for Women's Opportunities, American Association of Community and Junior Colleges, 1977, p. 7.

[22] *The Liaison Committee for Child Care Centers in Higher Education Newsletter*, edited by Ann Sinclair and Ted Brock, February 12, 1973.

[23] These issues will be explored more fully in the paper on financial aid for re-entry women, Project on the Status and Education of Women, Association of American Colleges, in press.

[24] "Barriers to Educational Opportunities for Re-entry Women in Private Universities," by Esther Benjamin and Judith A. Levy, Program on Women, Northwestern University, October, 1979, p. 12.

[25] *De la Cruz* v. *Tormey* (9th Cir. Ct., 582 F.2d 45, October 1978).

[26] Anti-child care policies and practices may violate Title VII as well as Title IX since college and university employees as well as students may be adversely affected by the lack of child care facilities. For example, a woman faculty member with primary child care responsibility may be forced to reduce her teaching load. She may also be unable to attend professional conferences if child care is not provided. Eventually, her opportunities for advancement and, perhaps, tenure may suffer. Although a non-existent child care policy seems ostensibly fair, it also has a disproportionate impact on women who work on campus rather than study.

[27] These issues will be explored more fully in the paper on special services for re-entry women, Project on the Status and Education of Women, Association of American Colleges, in press.

[28] New York state regulations have been challenged twice in court—once in federal court (*Ayers* v. *Whaley*, So. Dist. New York. #76 Civ. 1499, Aug. 22, 1977), and once in state court (*Fleary* v. *Frankfurt*, Reported in *N.Y. Law Journal*, April 20, 1979, p. 12). In both cases the plaintiffs were parents who were income eligible for Title XX services, but who were refused child care support because they were in four-year institutions. The decision in *Ayers* upheld the state's right to limit support to parents in two-year programs. The judge in *Fleary* considered the state's regulations contradictory but followed the precedent set by the ruling in *Ayers* and upheld the state's regulations.

A similar case in Michigan resulted in a consent decree wherein the state voluntarily agreed to change its denial of Title XX benefits to parents in four-year institutions. While the limit on the duration of benefits remains two years, students who attend full-time or part-time classes leading to either a high school, college, or trade school diploma regardless of the program's duration are eligible. The case is *Johnson* v. *Demsey*, no. 770666, Ea. Dist. Michigan, July 20, 1978.

[29] The government has acknowledged that child care is a necessary expense through federal tax policies. *Day Care Tax Credit* allows families with two working parents, single and/or student parents to receive credit equal to 20 percent of child care costs (up to $400 for one child and $800 for two or more) for children under 15 years of age. Household expenses, such as the cost of a housekeeper who looks after a child, as well as direct expenses, such as money paid to a relative who is not a dependent, qualify for this credit.

[30] For more information about federal funds for child care contact the Women's Bureau, Department of Labor. See also "Financing Preschools in Higher Education," James J. Rhatigan and Marcia Noel, *Journal of National Association of of Women Deans, Administrators and Counselors*, Vol. 43, No. 1, Fall, 1979, p. 21.

[31] Campus Child Development Act, California Education Code, Sec. 8200.

[32] California Education Code 69640.

[33] "Barriers to Educational Opportunities for Re-entry Women in Private Universities," by Esther Benjamin and Judith A. Levy, Program on Women, Northwestern University, October, 1979, p. 18.

[34] As mentioned earlier, not all of these recommendations will be appropriate for all institutions.

[35] These examples come from "Organization and Operation of a Child Care Center at the University of West Florida," Pensacola, Florida, May, 1977, p. 22.

[36] "Transmittal Memorandum," Child Care Policy Study, by Aimee Dorr Leifer, Stanford University, 1972.

SELECTED LIST OF RESOURCES AND ORGANIZATIONS

ARTICLES

"Child Care on Campus," Grace Hernandez Cargill, *Young Children*, January, 1977, p. 20.

"Child Care on the Campus," Bruce D. Grossman, Carol Keyes, *Children Today*, May-June, 1977, p. 34.

"Financing Pre-schools in Higher Education," James J. Rhatigan and Marcia Noel, *Journal of the National Association of Women Deans, Administrators and Counselors*, Volume 31, No. 1, Fall, 1979, p. 21.

"The New Student Body: Women Returning to College," Joan M. McCrea, *Journal of the National Association of Women Deans, Administrators and Counselors*, Volume 31, No. 1, Fall, 1979, p. 13.

PAPERS

Campus Day Care: Issues and Resources, Child Welfare League of America, Inc., 1971.

Child Care on Two Year Campuses, Carol Eliason, American Association of Community and Junior Colleges, Center for Women's Opportunities, 1977.

Children on Campus, A Survey of Pre-Kindergarten Programs at Institutions of Higher Education in the United States, Bernard Greenblatt and Lois Eberhard, State University of New York at Buffalo, published by the Women's Bureau, U.S. Department of Labor, 1973.

Day Care in the Next Decade: 1980-1990, Sandy Hofferth, Program of Policy Research on Women and Families, The Urban Institute, 1979.

Day Care Services for Children of University Employees, Beverly Schmalzried, Stout State University, presentation at the American Council on Educaton, 55th Annual Meeting, Miami Beach, Florida, October 6, 1972.

Family Structure Changes and Child Care, testimony presented by Sandra L. Hofferth, Program of Research on Women and Family Policy, The Urban Institute, May 25, 1978, to the Select Committee on Population, U.S. House of Representatives.

The Day-Care Dilemma, Women & Work #2, Carol Payne, The League of Women Voters Education Fund, 1978.

Women and Poverty, staff report, United States Commission on Civil Rights, June, 1974, pp. 24-40.

Women Still In Poverty, United States Commission on Civil Rights, Clearinghouse Publication 60, July, 1979, pp. 30-40.

BOOKS AND OTHER PUBLICATIONS

Community Solutions for Child Care, Women's Bureau, U.S. Department of Labor, August, 1979.

The Subtle Revolution: Women at Work, edited by Ralph E. Smith, The Urban Institute, 1979.

Who Will Raise the Children, James Levine, Bantam Books, Inc., 1976.

ORGANIZATIONS WHICH HAVE WORKED ON CHILD CARE ISSUES

ASSOCIATION FOR CHILDHOOD EDUCATION, INTERNATIONAL
3615 Wisconsin Avenue, N.W.
Washington, DC 20016 (202) 363-3963

Focuses on the needs of students, teachers, parents, administrators, and other child care providers. Publishes *Childhood Education*, a journal addressing current child care issues, such as curriculum concerns, and numerous other papers which are particularly helpful for preschool teachers and child care center staffs.

CHILD WELFARE LEAGUE OF AMERICA
67 Irving Place
New York, NY 10003 (212) 254-7410

A 60-year old membership organization of social service agencies throughout the U.S. and Canada providing service for children needing care. Conducts research, provides information and publications on financing, group child care, and child development.

CHILDREN'S DEFENSE FUND
1520 New Hampshire Avenue, N.W.
Washington, DC 20036 (202) 483-1470

An advocacy group involved in lobbying for and monitoring federal policies, programs, and legislation that affect children's rights. Also handles litigation regarding child care cases. Publishes a monthly newsletter and publications such as a *Child Advocate's Guide to Capitol Hill* ($2.75) and *Building a House on the Hill for Children* ($1.65).

DAY CARE AND CHILD DEVELOPMENT COUNCIL OF AMERICA, INC.
711 14th St., N.W.
Suite 507
Washington, DC 20005 (202) 638-2316

A research organization for child care policy issues. Publishes *Voice*, a newsletter dealing with child care legislation which is issued 6 times a year and *Day Care and Early Education*, a quarterly newsletter containing articles on a wide variety of topics pertaining to day care. Individual membership, which includes subscriptions to both newsletters, is $20.

NATIONAL COUNCIL ON CAMPUS CHILD CARE
709 N. Overlook Drive
Alexandria, VA 22305

Publishes a newsletter and shares information regarding child care programs on college campuses.

SCHOOL AGE CHILD CARE PROJECT
Wellesley College Center for Research on Women
Cheever House
Wellesley, MA 02181 (617) 235-6360

Provides information and technical assistance to groups trying to design, implement, or improve day care for children between the ages of 5 and 12.

THE NON-SEXIST CHILD DEVELOPMENT PROJECT
Resource Center for Non-Sexist Early Childhood Education
Women's Action Alliance, Inc.
370 Lexington Avenue
New York, NY 10017 (212) 532-8330

Focuses on early childhood education and the development of non-sexist curriculum materials for day care centers, including training films, books, classroom material, toys, slide shows, and counseling and training programs.

May 1980

Campus Child Care: A Challenge for the 80's

FIELD TEST

You can assist us in evaluating this paper by completing the following short questionnaire. If you have additional comments, please use the back of this page or add another sheet. It will help us if you return this questionnaire in the enclosed pre-paid envelope by June 15, 1980 to:

Women's Re-entry Project
Project on the Status and Education of Women
Association of American Colleges
1818 R Street, NW
Washington, DC 20009

2

CUT ALONG DOTTED LINE

1. What is your primary identification? (Check One)

a. ☐ College president or other administrator. Specify title .....
b. ☐ College faculty member, lecturer, professor
c. ☐ College student
d. ☐ Elementary or secondary school teacher or administrator
e. ☐ State or local education agency employee
f. ☐ Federal employee
g. ☐ Other. Please specify .....

2. In addition, are you: (Check All That Apply)

a. ☐ An affirmative action officer or Title IX coordinator?
b. ☐ Directly involved in programs affecting re-entry women?
c. ☐ At a women's college?
d. ☐ A member of a *campus* committee on women, women's center or women's group?
e. ☐ A member of a *noncampus* women's group, women's center, or advocacy group (WEAL, NOW, National Women's Political Caucus, etc.)?
f. ☐ A member of a women's professional society or women's caucus or committee of an academic discipline?

3. If you are currently at a *postsecondary* institution:

a. Is it: ☐ public or ☐ private?
b. Is it a: ☐ university ☐ other 4-year college ☐ 2-year college or ☐ proprietary school?
c. Is the total enrollment: ☐ under 1,000 ☐ 1,000 to 5,000 ☐ 5,001 to 10,000 ☐ over 10,000?
d. In what state is your institution? .....

4. Do you think this is a useful paper?

a. YES (Respond to **ALL** reasons that apply)
1. ☐ to EVALUATE OR CHANGE POLICIES, such as .....
2. ☐ to START NEW PROGRAMS OR EFFORTS to assist re-entry women, such as .....
3. ☐ to REDESIGN OR IMPROVE EXISTING PROGRAMS OR SERVICES, such as .....
4. ☐ to IDENTIFY NEW RESOURCES
5. ☐ to IMPROVE RECRUITMENT of re-entry women to campus by .....
6. ☐ to TRAIN STAFF to work more effectively with issues regarding re-entry women
7. ☐ to EDUCATE OR INFORM OTHERS about the issues. Specify whom .....
8. ☐ to EDUCATE MYSELF ABOUT THE ISSUES
9. ☐ OTHER. Please specify .....

b. ☐ NO, this paper is not useful because .....

5. What, if any, *important* omissions were there from the paper? (Respond to *ALL* that apply)

a. ☐ NONE, it covered all aspects of the topic well.
b. ☐ ISSUES should be described more fully. Please indicate how .....
c. ☐ APPROACHES OR ALTERNATIVE REMEDIES were omitted. Please identify .....
d. ☐ IMPORTANT MODELS OR INNOVATIVE PROGRAMS were not mentioned. Please identify .....
e. ☐ KEY RESOURCES were not mentioned. Please identify .....
f. ☐ OTHER. Please describe any other omissions or suggested additions .....

6. Did you find the paper to be clear, well organized and easy to understand?

a. ☐ Yes
b. ☐ It could be improved by .....

7. If you found any factual errors or misleading statements in the paper, please identify them (indicating the page number, error or statement and include the correct information if possible). Use the other side of this page.

8. Please provide any additional comments or criticisms. Enclose other descriptive material, if desired, and use another sheet of paper if needed.